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ABSTRACT

This final report describes activities and accomplishments of a 3-year federal grant to Michigan that provided technical assistance to parents of children who are deaf-blind and to the Michigan agencies who provide educational, vocational, transitional, early intervention, and related services to children who are deaf-blind. The project involved outreach services, transition plan development, inservice training, communication skills workshops, child identification, early childhood intervention, family skill development, and dissemination of information. The project also coordinated its activities with 13 federally or state funded agencies. The goals and objectives of the project were met, resulting in increased skills of parents, educational staff, and other service providers in Michigan. Project accomplishments are reported for each of the project's eight goals, which included: (1) assuring appropriate educational, vocational, transitional and related services through outreach activities; (2) assisting families in developing Individualized Transition Plans; (3) providing professional development opportunities to service providers; (4) increasing the communication skills of caregivers of children who are deaf-blind; and (5) facilitating opportunities for family involvement. Attached are workshop and family retreat brochures and an article reprint titled "Transition in Action: Michigan's Experience" by S. Bruce Marks and D. Feeley. (DB)

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MICHIGAN SERVICES FOR CHILDREN WHO ARE DEAF-BLIND
CFDA-84.025A - STATE AND MULTI-STATE PROJECTS

FINAL PERFORMANCE REPORT

PROJECT NUMBER:	**H025A90003-94**
PROJECT TITLE:	**Michigan Services for Children who are Deaf-Blind**
PROJECT DIRECTOR:	**Debra Feeley** **Kathleen Brown (Interim - 8/95)**
MAILING ADDRESS:	**1277 West Court Street** **Flint, Michigan 48503-5015**
TELEPHONE NUMBER:	**1-800-733-3458**
PROJECT START DATE:	**October 1, 1994**
PROJECT END DATE:	**September 30,1996**
GEOGRAPHIC AREA SERVED:	**State of Michigan**

EC304732

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EXECUTIVE SUMMARY

This summary describes the Michigan Department of Education's efforts to continue to comply with the U.S. Department of Education's priorities and requirements under P.L. 99-457, Section 622, Part C. Individuals with Disabilities Education Act (IDEA) for the use of specified funds during Fiscal Year 1994-1995. This was the third of a three year grant that has provided technical assistance, as stated in Part 307.11 (a) (2) of IDEA, to parents of children who are deaf-Blind and the Michigan agencies who provide educational, vocational, transitional, early intervention, and related services to children who are deaf-blind.

Goals and objectives identified for this project were met resulting in increased skills of parents, educational staff and other service providers working to enhance the quality of life for children who are deaf-blind in Michigan. Major activities supported by the grant have included outreach services, transition plan development, inservice training, communication skills workshops, child identification, early childhood intervention, family skill development, and dissemination of information.

The project coordinated activities with the following federally funded agencies: (1) Teaching Research Assistance to Children and Youth Experiencing Sensory Impairments, (2) Helen Keller Technical Assistance Center, (3) Helen Keller National Center of Deaf-Blind Youth and Adults, (4) Great Lakes Multi-State Deaf-Blind Project, (5) National Information Clearinghouse on Children who are Deaf-Blind, (6) Michigan Commission for the Blind, (7) Michigan Rehabilitation Services, (8) Michigan Department of Mental Health, (9) Michigan Department of Social Services, (10) Early On Michigan (Part H of P.L. 102-119), (11) Local Education Agencies throughout Michigan, (12) The Michigan Transition Initiative, and (13) Michigan State University.

GOALS AND ACCOMPLISHMENTS

The primary goal for this project was to provide technical assistance to parents, school district administrators, teachers, paraprofessionals and other service providers that enable them to effectively serve and improve the quality of life of students who are deaf-blind.

The following is a summary of the goals for the 1994-1995 fiscal year and the achieved results.

Goal 1-- To assure appropriate educational, vocational, transitional and related services through outreach services.

Eighteen visitations were conducted in thirteen local school districts. Program recommendations and implementation strategies were provided for seventeen students through inservice training, group discussion and/or demonstration. Written recommendations of strategies were provided for eleven of the students visited.

Short-term diagnostic placements at the Michigan School for the Blind were arranged for two students who are deaf-blind. Comprehensive evaluations were completed and programming recommendations were provided by educational staff with consultation from 307.11 project staff.

Five tours of the Deaf-Blind Center at the Michigan School for the Blind were provided for individuals at pre-service and inservice levels. The tours focused on specific needs identified prior to the visits. Each tour was followed by a question and answer session that clarified educational strategies utilized with students who are deaf-blind.

GOAL 2-- To assist families in developing an Individualized Transition Plan (ITP).

The 307.11 project director has served as co-chair and provided organizational support to the Michigan Interagency Team for Persons who are Deaf-Blind, a state interagency team that oversees the project titled "Transition in Action: A State and Local Team Partnership." During the 94-95 fiscal year, the state team has collaborated with staff for Helen Keller National Center-Technical Assistance Center (HKNC-TAC) and Teaching Research Assistance to Children Experiences Sensory Impairments (TRACES) to offer support to four local teams participating on the project. Two new local teams were also selected through an application process to join the project this year. Training on the interagency approach to transition was provided to the new teams who then were brought together with the four veteran teams that would be providing support through mentoring. The four veteran teams were also provided a day of training focused on the process of mentoring other teams. A team from Michigan School for the Blind was invited to the new team training to learn the interagency approach. State team members felt that it was important to involve the team from the Michigan School for the Blind because staff at the school would be working with local school districts to transition students who are deaf-blind back into

their local school districts, and would have an opportunity to introduce and/or support an interagency model for those students. The students identified by one of the new local teams as their first case study was a student transferring from Michigan School for the Blind back to his local district.

In addition to the training session offered, the local teams have been provided ongoing support to assist in transition planning for students and their families identified as case studies by the teams. Information collected regarding successful strategies and challenges encountered by the local teams have been gathered and brought to the State Team to address and/or pass on to other teams. Best practices identified by the project have also been utilized by parents and service providers not directly associated with the project throughout Michigan. At present, The State Team is considering allowing one additional team to join the project under the direct supervision of one of the veteran teams that is located in a neighboring county.

Two presentations were given by the project director regarding grant activities to members of the Greater Detroit Society for the Blind and to interagency teams in the state of New York An article titled "Transition in Action: Michigan's Experience" was written through a collaborative effort between the project director, and Michigan State University, and accepted for publication in the Journal of Visual Impairment and Blindness' special addition on deaf-blindness. (See Attachment A)

Goal 3-- <u>To provide professional development opportunities to service providers who serve or are preparing to serve children who are deaf-blind.</u>

A statewide needs assessment was conducted of parents and service providers of children who are deaf-blind in the fall of 1994. Information was provided to address high priority topics through inservice training and literature distributed throughout the year.

Ten inservices were offered by the project for 244 caregivers of students who are deaf-blind. The number of participants ranged from 6 to 40. Topics included best practices and procedures for service delivery, transition issues, and accessing resources for students who are deaf-blind. Presentations were given either directly by the project director, or through collaborative efforts between the project director and Michigan State University, or Michigan School for the Blind personnel.

Two inservices were provided for 50 kindergarten students that were classmates of a student who is deaf-blind. The students are members of two classes that the student attends and two separate presentations were given. The first presentation was given by the project director and the parent of the student who is deaf-blind. The second presentation was given by the parent of the student. Follow up visits to the district enabled the students the opportunity to demonstrate their understanding of the information provided during the inservice training.

A videotape library has been maintained and 32 videotapes have been loaned free of charge, to local school districts, parents, and other 307.11 projects. New videotapes

have been added to the project resource list to be distributed to school districts and parents upon request.

Information regarding best practices and procedures used to provide appropriate educational programming and transition services have been distributed to over 300 parents, educators, and other service providers this year.

Goal 4-- To increase the communication skills of caregivers of children who are deaf-blind.

A four part workshop series on communication was offered through a collaborative effort between Michigan State University and this project. The series included information on assessment, selection of a communication system, integration of a student's system into the environment, and a troubleshooting session for participants. Participants included parents, educational staff, and other service providers responsible for meeting the needs of people who are deaf-blind.

A collaborative effort between the Perkins Project, Michigan State University, and this project, offered a summer institute on communication and the learner who is deaf-blind.
A parent and two educators from Michigan joined with participants from seven other states for the week long institute. Tuition was provided by Michigan's project for one of the educators in attendance.

The project received twelve requests for technical assistance regarding the development of communication for people who are deaf-blind during the 94-95 fiscal year. Assistance was provided through inservice training, written recommendations, and/or dissemination of resource information.

Over fifty requests were received for the Survival Sign book and tape produced by this project. Additional books were produced to fulfill requests and to provide copies for future requests.

Service providers employed by other state agencies that serve students who are deaf-blind were extended invitations to trainings offered through the grant in order to foster the interagency approach to service delivery.

Goal 5-- To maintain data on Michigan infants, toddlers, children and youth who are deaf-blind.

The yearly census of Michigan students aged birth through 25, who are deaf-blind maintained status at 273 students this year. Identification is an ongoing process and informational brochures were distributed at all conferences and programs attended by the project director this year.

Contacts were made with personnel responsible for identifying students in Wayne County in order to clarify issues regarding eligibility and service delivery.
Collaborative efforts between Wayne County staff and this project assisted in locating students that had moved within the district as well as those that moved out of the

district. Issues were also addressed regarding identification of infants and toddlers who are deaf-blind and tracking of students at risk for deaf-blindness so that professionals have access to information needed for parents and other service providers as the need arises.

Goal 6-- To provide early intervention, educational, or related services to infants and toddlers who are dual sensory impaired.

Visitations were made to the home of two students under the age of three to assist with evaluation and program development.

Information regarding services available to parents and other service providers of infants and toddlers with identified, or at risk for, deaf-blindness were distributed at a statewide conference sponsored by Michigan's Early On Program.

An inservice training was provided to staff providing early intervention services in one local school district regarding best practices for identification, assessment, and the development of communication for children who are deaf-blind.

Goal 7-- To facilitate opportunities for family involvement.

The project director has remained an active member of the Michigan Association for the Deaf-Blind (MADB) throughout the duration of this three year project. The project has assisted in organization and execution of all MADB activities. Support included assistance with planning activities, mailing out information regarding MADB functions and distribution of flyers to promote membership.

This project provided funding for the keynote speaker for a summer retreat for parents, and people employed as intervenors and other caregivers working with people who are deaf-blind. This is the fourth annual retreat offered to parents, caregivers and intervenors through a collaborative effort between MADB, the Michigan Commission for the Blind (MCB) and this project.

A retreat was also offered in September for people who are deaf-blind and their families. The weekend was completely funded by the project and was held at a hotel to facilitate access to recreational facilities. Volunteer staff was recruited by staff employed to organize activities for children and consumers not attending the informational sessions offered.

A celebration of Deaf-Blind Awareness Day was also coordinated through MADB, MCB and this project. Eight families gathered and walked to the legislative offices to meet with legislators to discuss issues related to people who are deaf-blind.

Two Individual Educational Planning Committee meetings were attended by the project director. Programming suggestions and advocacy was provided for each student involved.

Goal 8-- To provide information about services that the Michigan Department of Education can provide.

A toll free telephone number has been maintained by this project to allow parents and other caregivers of children who are deaf-blind to obtain technical assistance without financial restraints. An average of 35 calls a month are received from parents, teachers, consultants, and group home staff. This service has proven invaluable in providing quality services for people who are deaf-blind in Michigan.

Information regarding activities, resources and referral services available through this project have been distributed at conferences throughout the year to service parents, educators, Early On service providers, and other caregivers. Presentations were given by the project director at a conference for educators of the hearing impaired and to members of the Council of Agencies Serving the Blind (CASB).

Articles regarding grant activities were placed in publications produced and distributed by the Michigan School for the Blind and the Michigan Association for the Deaf-Blind. Flyers of activities sponsored or cosponsored by the grant were also distributed to all people and organizations included on the mailing list maintained by the grant.

An article collaboratively written by this project and Michigan State University was also submitted and published in the Journal of Visual Impairment and Blindness special issue on deaf-blindness entitled "Transition in Action: Michigan's Experience."

OUTCOMES OF THE PROJECT

Technical assistance was provided to parents, special and general education administrators, teachers and paraprofessionals, public and private agencies, institutions, and organizations providing educational, transitional, vocational, early intervention, and related services to children and youth who are deaf-blind. Those caregivers were then able to provide a better quality of life to children who are deaf-blind throughout Michigan. Each initial contact provided a beginning for future technical assistance and networking. As people receive technical assistance and develop their ability to work with children who are deaf-blind, they become able to assist others to work with these students.

Support provided to the Michigan Association for the Deaf-Blind (MADB) has enabled parents to learn and support one another through newsletters, retreats and phone contacts. Parents and family members have provided vital feedback regarding grant activities that meet the needs of their children and/or siblings who are deaf-blind. Inclusion of parents and family members in all grant activities through representation on the advisory board, transition teams, and involvement in outreach activities have enabled grant staff to more effectively focus on the needs of students who are deaf-blind so that they may reach their full potential as participating members of their home, school, and community.

Collaboration with university programs, such as Michigan State University, has provided students preparing to teach people with multiple disabilities the opportunity to benefit from training offered through this grant. Inservices offered jointly by Michigan State University and this project have provided key information to parents, educators at both preservice and inservice levels, and other caregivers regarding the education of students who are deaf-blind.

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Transition in Action: Michigan's Experience

S. Bruce Marks, D. Feeley

Abstract: In 1992, a multiagency model of transition planning was developed and implemented to meet the identified needs of students who are deaf-blind in Michigan. This article outlines the project's activities, accomplishments, challenges, and goals for the future.

The transition from school to work can be challenging for any young adult, but it is especially so for the students who are deaf-blind, who face such issues as the inaccessibility of adult services, negative community attitudes toward people who are deaf-blind, and the absence or denial of identified best practices (Perlroth, Pumpian, Hesche, & Campbell, 1993; Watson, 1992). Planning for these students requires an understanding of their individual needs in both work and community living environments. The Individuals with Disabilities Education Act of 1990 (IDEA) mandates the provision of transition services, as detailed in a student's Individualized Transition Plan (ITP), to support a student's full participation in the community and in employment and requires interagency coordination when necessary (Dragan, 1994; Moon & Inge, 1993). This article describes Michigan's experience with a transition model that was developed to serve students who are deaf-blind.

Interagency Model

Michigan was the first of 11 states (including Arizona, Hawaii, Kentucky, Louisiana, Missouri, New Jersey, New York, North Carolina, Pennsylvania, and West Virginia) to adopt the interagency model of transition planning for students who are deaf-blind that was developed by the Helen Keller National Center-Technical Assistance Center (HKNC-TAC). Although the model emphasizes the importance of planning for students' successful transition from school to work, it is equally concerned with facilitating full community participation. A cooperative multiagency approach is used to identify and break down barriers that may impede transition for learners who are deaf-blind.

In a statewide needs assessment conducted in summer 1992 as part of the yearly activities of Michigan Services for Children Who Are Deaf-Blind (Michigan's 307.11 project), classroom teachers, teacher consultants, and ancillary staff serving children who are deaf-blind concurred that the transition from school to work and community was the area of greatest need for their students. As a result, Transition in Action: A State and Local Team Partnership (hereafter called the transition project) was founded on the belief that a team approach, involving multiple agencies, is critical to the successful transition of these students. The transition project, which was developed by HKNC-TAC, Teaching Research Assistance to Children and Youth Experiencing Sensory Impairments, and the 307.11 project, uses a case study approach to develop outcomes for individual students and is implemented by state and local teams.

The teams

State Team

The state team consists of representatives of the 307.11 project; Michigan Commission for the Blind; Michigan Rehabilitation Services; Michigan Department of Social Services; Michigan Department of Mental Health, Division on Deafness, Protection, and Advocacy; Citizen's Alliance to Uphold Special Education; and Michigan State University. The director of the 307.11 project is the facilitator of the transition project and serves, along with two parents, as a cochairperson of the state team (parental participation has been critical to the project). Members of the state team may also serve as liaisons between the state team and the local teams to maintain continuity.

Because the transition project is values driven, one of the first tasks of the state team was to develop the following values statement:

> All people have the right to live a life of dignity and respect, be included in and fully participate in their homes and the wealth and resources of their communities. Full participation incorporates: full citizenship, living, working, worshipping,

> learning, playing, developing and maintaining meaningful relationships, reciprocal giving and taking, full membership, making choices, due process, and self representation. Service providers have the responsibility to: acknowledge the uniqueness and individuality of each person, provide services that are consumer driven, empower the person to be as self-reliant as possible, ensure due process, and address gaps and barriers in service systems (Michigan Interagency Team, 1992).

An additional task was to develop this mission statement:

> The Michigan Interagency Team for Persons with Deaf-Blindness shall have as its mission the facilitation of the transition to work, home, and community for individuals with deaf-blindness through collaborative efforts at the state and local levels (Michigan Interagency Team, 1992).

These values and mission statements continue to serve as the basis for the project's goals and activities.

In addition, the state team facilitates the involvement of teams in local school districts to identify duplications and gaps in services that block successful transitions. To be selected, local teams must meet the following criteria: at least one child who is deaf-blind; active participation by teachers, parents, and local or regional representatives of Community Mental Health (a division of the Michigan Department of Mental Health), Michigan Commission for the Blind, and Department of Social Services; and geographic location (as the project seeks to expand into a mentoring model). The state team also conducts training sessions for local teams that are developed in response to the needs expressed by the teams and identifies approaches and strategies that may serve as best practices in support of transition.

Local teams

Local school districts that are interested in the transition project submit applications to the state team. In fall 1992, four of the six school districts that applied were selected. Two new teams joined the project in February 1995. In addition to students, local teams consist of parents, teachers, administrators, and local representatives of Community Mental Health Department of Social Services, and Michigan Commission for the Blind. The six teams selected were from Bloomfield Hills, Kalamazoo, Livonia, Rockford, Taylor, and Waterford.

From 1992 to 1994, 10 students, aged 14–25, were served by the project. The identified needs of the 10 students varied greatly. For example, one student required support to transition to college, another needed to establish an appropriate communication system that could be used consistently in various environments, and still another faced barriers to obtaining a volunteer work placement in the community.

The primary responsibility of the local teams, in partnership with the state team, has been to develop an individualized outcomes-based approach to transition for students who are deaf-blind in their districts.

Approach and strategies

The local teams use the case study approach, which incorporates several strategies, to define what a student is currently doing, what he or she would like to do in the future, the support services that are available, the needed levels of support, and ways to improve or develop new services that will enhance the student's transition. The state team trains them to use various strategies.

Personal Futures Planning (Mount & Zwernik, 1989), a strategy recommended by the state team as a "best practice," has been implemented by all the teams. It has been used to create maps that depict a student's personal history, the places he or she now frequents, current relationships, and preferences. The maps were used as a brainstorming technique to support the creation of new employment, recreational, and community living options (HKNC-TAC, 1993). The student's participation in the mapping process is important because it can contribute to the development of self-advocacy skills.

Two other strategies have been used during both state and local team meetings. The first is the Action Plan, which specifies the actions that members need to take before the next meeting, who is responsible for each action, the resources that are required, and the completion date (Everson, Rachal, & Michael, 1992). This strategy keeps both the local and state teams on track toward the accomplishment of their goals. The second strategy, used by some of the teams, is to evaluate the success of each

meeting. It includes a brainstorming procedure, followed by a report of the successful aspects of the meetings and areas that could be continually improved. Both strategies have served as measures of a team's effectiveness (HKNC-TAC, 1993).

Other activities

The state team has conducted five training sessions for local teams since the project began. The first session (sponsored by HKNC-TAC), which was held in November 1992, focused on team building, especially the development of effective communication skills. The second session, held in April 1993, was on force field analysis. Also sponsored by HKNC-TAC, it taught the participants how to establish outcomes by accounting for forces that support or are barriers to the achievement of the outcomes.

The third session, sponsored by the transition project, was held in December 1993 and focused on housing options (chosen as a result of a needs assessment and including a discussion of recreational and leisure issues). During this session, representatives of the Department of Mental Health and Social Services clarified the Medicaid Waiver Program and other funding issues. The topic of the fourth session, held in April 1994, was supported employment. A fifth training session was held in February 1995 to develop a team mentoring model for the project. For the third and fourth sessions, interested parents and professionals who were not involved in the project were invited to attend.

The state team also produced a newsletter in January 1994 that was distributed to all state and local team participants of the transition project. The newsletter provided updates from the local teams and the state team and information about other transition initiatives and future project training sessions.

Barriers and solutions

The project has identified a number of barriers to successful transitions for individual students, including the dearth of community-based vocational placements, negative community attitudes toward disability, and the lack of a cooperative team approach. In addition, the state and local teams have faced the following barriers to the achievement of the project's goals:

1. personnel changes and structural reorganizations that have made it difficult for some team members to participate in the meetings
2. the lack of communication between educational staff and adult service providers, so that adult service agencies do not have adequate information about the clients who are referred to them
3. the process by which adult service agencies establish services for clients who are deaf-blind
4. the long waiting lists for housing and employment in Michigan
5. the lack of transportation to support community employment experiences
6. low expectations for students who are deaf-blind that limit the project's ability to create opportunities that support transition

The state–local team partnership has made several recommendations for eliminating some of these barriers. For example, to address the discontinuity between educational programming and adult services, it has proposed the establishment of a portfolio for each student that would contain a variety of documents (such as work samples, videotapes, and photographs of home and community experiences) detailing the student's academic, vocational, and community accomplishments. A student's portfolio would be maintained by the family and would provide additional information about the student that may not be included in the student's CA-60 file. Another recommendation is the development of new supported employment opportunities and creative funding for individual housing to address the problem of lengthy waiting lists. As the result of internal advocacy, some local teams have received additional support for community programming, and five students have obtained community-based volunteer placements as a result of the project. Low expectations and negative community attitudes are barriers that may be addressed through advocacy efforts, such as educating the community about deaf-blindness.

Additional accomplishments and goals

As a result of the Transition in Action project, Michigan Services for Children Who Are Deaf-Blind has linked up with two other transition initiatives in Michigan—the Michigan Transition Initiative and the State Initiated Grant. The coordination of these three transi-

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tion projects will support the identification and elimination of barriers to successful transition.

Another goal of the project is to increase the number of students served by each local team and to expand the number of local teams selected by the project. Two new local teams (Livonia and Rockford) joined the project in February 1995, as the effort moves toward developing a team-mentor model.

A long-term goal of the transition project is to facilitate the transition of all deaf-blind students in the state's 307.11 registry (there are currently students aged 14 or older) and to identify the best practices that may support the transition of students who are deaf-blind and those who have other disabilities. The approaches and strategies that are identified as best practices by these projects will serve as important supports for ITPs required by IDEA.

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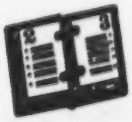
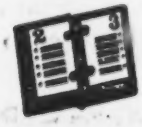
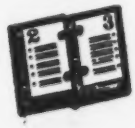
Mark Your Calendar

May 25, 1995

Helen Keller Awareness Day

Join us for a walk to the Capitol to meet with legislators.

This is an opportunity to meet the people making the decisions about your family member who is Deaf-Blind.

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Helen Keller Awareness Day

Here is the information about our 1995 Deaf-Blind Awareness Day co-sponsored by Michigan Association for the Deaf-Blind Michigan Services for Children who are Deaf-Blind, and Michigan Commission for the Blind.

Attached is a copy of a letter we sent to your legislators. As you can see we have told them they have at least one person in their district who is identified as Deaf-Blind.

Please come to Lansing on May 25, 1995 with your son or daughter and join us on the walk to the Capitol building to meet with our individual legislators. We will meet at the Commission for the Blind office (in the Victor Building) at 10:00 a.m. and begin the short walk to the Capitol at 10:30 a.m. MADB Board members will be available to accompany you to your meeting, if you wish. We will return to the commission office at 12:30 for lunch and a short meeting with Dick Carlson from the Commission and Debbie Feeley from Michigan Services for Children who are Deaf-Blind.

Write or call your legislators for a specific appointment time. If you need assistance with the name or phone number please indicate that on the tear-off below. Please include your name and the number of people attending.

**MADB will be providing a $10 stipend per driver, to help defray the transportation cost and lunch is included. If you have any questions please contact Mary Lou Guisinger at (810) 642-8261.

Name_____

Number of people attending_____

_____I do not know my legislators names or numbers. Please call me.

Please return this portion to:
Debbie Feeley, Project Director
Michigan Services for Children who are Deaf-Blind
715 W. Willow St.
Lansing, MI 48913

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Communication and the Student who is Deaf-Blind

This workshop is the first of a four part series designed to address strategies that will enable students who are deaf-blind to effectively communicate their wants and needs to others. The focus of this workshop is assessment of present levels of communication. Workshops two, three, and four will encompass selection of an appropriate system (based on the assessment process), integration of the communication system across environments and a troubleshooting session. Participants will receive portions of a communication resource book at each workshop. The book will be complete at the conclusion of the fourth session.

ABOUT THE PRESENTERS:

Susan Bruce Marks is the Deaf-Blind Specialist at Michigan State University. She is currently a Ph. D. candidate with research interests in communicative development of learners who are deaf-blind and familial adjustment to disability.

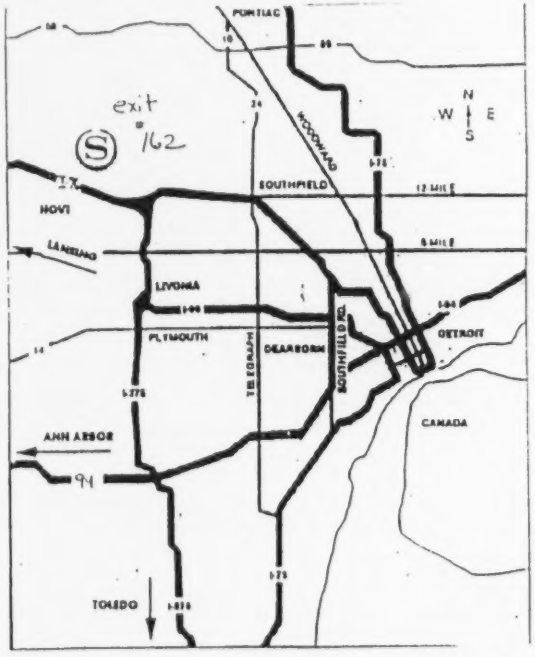
Debra Feeley is the Project Coordinator for Michigan Services for Children who are Deaf-Blind. She has a Masters in Special Education with an emphasis in Deaf-Blindness and over eight years experience teaching students who are deaf-blind.

Date: December 9, 1994

Time: 9:00 - 3:30

Cost: There is **no cost** for this workshop series.

Location: Sheraton Oaks Hotel
Novi, Michigan



For more information contact:

Debra Feeley
1-800-733-3458 or (517)- 334-6605
TTY (517) 334-6776

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Assessment of Communication

AGENDA

8:30 - 9:00	Registration/Coffee
9:00 - 9:15	Welcome and Overview
9:15 - 9:45	Communication Defined
9:45 - 10: 30	Informal Assessment
10:30 - 10:45	Break
10:45 - 11:45	Informal Assessment
11:45 - 1:00	Lunch (Provided)
1:00 - 2:15	Formal Assessment
2:15 - 2:30	Break
2:30 - 3:15	Introduction to Communication Systems
3:15 - 3:30	Evaluation

Intended Audience:

Parents, teachers, paraprofessionals, ancillary staff and other service providers of children and youth who are deaf-blind. Information provided may also be relevant for other students with communication difficulties.

PLEASE COMPLETE AND RETURN THIS PORTION TO:

Debbie Feeley
Michigan Services for Children
who are Deaf-Blind
715 W. Willow St.
Lansing, Michigan 48913

Name: _____

Position: _____
_____

Address: _____
_____
_____
_____

Phone: _____

____ Interpreter needed

____ Braille needed

____ Large Print Needed

____ Special Diet (Please Specify)
_____
_____

Registration Deadline: December 1, 1994

Registration is limited to 50 participants.

Mark your calendars!

Workshops 2, 3, and 4, in this series are listed below

Communicative Development
and System Selection
January 20, 1995

Vocabulary Selection and
Integration Across Environments
March 24, 1995

Troubleshooting
May 12, 1995

This workshop series is sponsored by the Michigan Department of Education, Services for Children who are Deaf-Blind and the Michigan School for the Blind.

COMMUNICATION

AND THE STUDENT WHO IS DEAF-BLIND

ASSESSMENT

DECEMBER 9, 1994
Novi, Michigan

SELECTION

INTEGRATION

TROUBLESHOOTING

PRESENTED BY:

SUSAN BRUCE MARKS
Deaf-Blind Specialist
Michigan State University

and

DEBRA FEELEY
Project Coordinator
Michigan Services for
Children who are Deaf-Blind

Communication and the Student who is Deaf-Blind

Workshop #2

SELECTION

The focus of this workshop is communicative development and considerations necessary for the selection and establishment of a communication system for a student who is deaf-blind (based on the assessment process). Participants will receive the second portion of the communication resource book. Information provided at the first workshop will be made available to participants unable to attend the previous workshop.

Workshops three and four will encompass the integration of a communication system across environments and a troubleshooting session. The final workshop will be offered to persons attending at least two of the first three workshops.

For more Information contact:

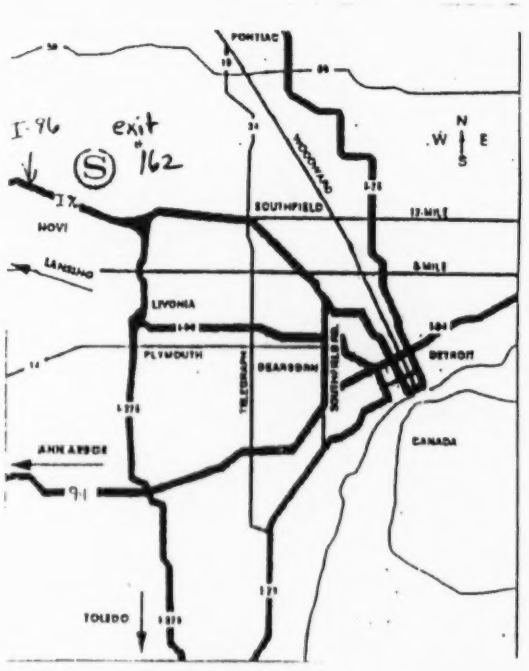
Debra Feeley
1-800-733-3458 or (517)- 334-6605
TTY (517) 334-6776

Date: January 20,1995

Time: 9:00 - 3:30

Cost: There is **no cost** for this workshop series.

Location: Sheraton Oaks Hotel
Novi, Michigan



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Debra Feeley is the Project Coordinator for Michigan Services for Children who are Deaf-Blind. She has a Masters in Special Education with an emphasis in Deaf-Blindness and over eight years experience teaching students who are deaf-blind.

Intended Audience:

Parents, teachers, paraprofessionals, ancillary staff and other service providers of children and youth who are deaf-blind. Information provided may also be relevant for other students with communication difficulties.

PLEASE COMPLETE AND
RETURN THIS PORTION TO:

Debbie Feeley
Michigan Services for Children
who are Deaf-Blind
715 W. Willow St.
Lansing, Michigan 48913

Name: _____

Position: _____
_____

Address: _____
_____
_____
_____

Phone: _____

____ Interpreter needed

____ Braille needed

____ Large Print Needed

____ Special Diet (Please Specify)
_____
_____

Registration Deadline:
January 17, 1995

Registration is limited to 50 participants.

Mark your calendars!

Workshops 3, and 4, in this series
are listed below

Vocabulary Selection and
Integration Across Environments
March 24, 1995

Troubleshooting
May 12, 1995

This workshop series is sponsored by the
Michigan Department of Education,
Services for Children who are Deaf-Blind,
and the Michigan School for the Blind

COMMUNICATION

and the Student

Who Is Deaf-Blind

Workshop #2

ASSESSMENT

SELECTION

January 20, 1995
Novi, Michigan

INTEGRATION

TROUBLESHOOTING

Communication and the Student who is Deaf-Blind

Workshop #3

INTEGRATION

The focus of this workshop is communicative development and considerations necessary for the selection and establishment of a communication system for a student who is deaf-blind (based on the assessment process). Participants will receive the second portion of the communication resource book. Information provided at the first workshop will be made available to participants unable to attend the previous workshop.

Workshops three and four will encompass the integration of a communication system across environments and a troubleshooting session. The final workshop will be offered to persons attending at least two of the first three workshops.

For more information contact:

Debra Feeley
1-800-733-3458 or (517)- 334-6605
TTY (517) 334-6776

Date: January 20,1995

Time: 9:00 - 3:30

Cost: There is **no cost** for this workshop series.

Location: Sheraton Oaks Hotel
Novi, Michigan

ABOUT THE PRESENTERS:

Susan Bruce Marks is the Deaf-Blind Specialist at Michigan State University. She is currently a Ph. D. candidate with research interests in communicative development of learners who are deaf-blind and familial adjustment to disability.

Debra Feeley is the Project Coordinator for Michigan Services for Children who are Deaf-Blind. She has a Masters in Special Education with an emphasis in Deaf-Blindness and over eight years experience teaching students who are deaf-blind.

Intended Audience:

Parents, teachers, paraprofessionals, ancillary staff and other service providers of children and youth who are deaf-blind. Information provided may also be relevant for other students with communication difficulties.

PLEASE COMPLETE AND
RETURN THIS PORTION TO:

Debbie Feeley
Michigan Services for Children
who are Deaf-Blind
715 W. Willow St.
Lansing, Michigan 48913

Name: _____

Position: _____
_____

Address: _____
_____
_____
_____

Phone: _____

___ Interpreter needed

___ Braille needed

___ Large Print Needed

___ Special Diet (Please Specify)
_____
_____

Registration Deadline:
March 20, 1995

Registration is limited to 50 participants.

Mark your calendars!

Workshop #4 in this series
is listed below

Troubleshooting
May 12, 1995

This workshop series is sponsored by the
Michigan Department of Education,
Services for Children who are Deaf-Blind,
and the Michigan School for the Blind

COMMUNICATION
and the Student
Who Is Deaf-Blind

Workshop #3

ASSESSMENT

SELECTION

INTEGRATION

March 24, 1995
Novi, Michigan

TROUBLESHOOTING

You are cordially invited to join us for a weekend retreat for families of people who are deaf-blind.

Co-sponsored by:
The Michigan Association for the Deaf-Blind*
and
Michigan Services for Children who are Deaf-Blind

Informational sessions will be provided as well as fun activities for all!

Topics Include:

Planning Services from Preschool to Adulthood
Accessing Recreation Options in Your Community

Estate Planning
Transition Issues

Communication Systems for People Who are Deaf-Blind

Technology
Legislative Issues
and Free Time!!

Recreational activities will be provided for all family members not attending the informational sessions. Activities will be offered from Friday evening until Sunday afternoon. Meals will be offered from Saturday morning until Sunday noon.

* This organization is supported by a Hinton/Perkins National Program of Perkins School for the Blind, Watertown, Massachusetts. The Hilton/Perkins National Program is funded by a grant from the Conrad Hilton Foundation of Los Angeles, California.

This weekend is offered at no cost to people who are deaf-blind and their family members. But you must act fast to take advantage of this opportunity.
Space is limited!

Please complete the following registration form and return it to:
Debbie Feeley, Project Coordinator
Michigan Services for Children Who Are Deaf-Blind
715 W. Willow
Lansing, MI 48913
1-800-733-3458

_____ Yes, my family would like to attend the weekend retreat on Sept. 22, Sept. 23, and Sept. 24, 1995.

Please reserve sleeping quarters for:
(Please indicate number)
_____ Adults
_____ Youth (aged 12-18)
_____ Children (aged 3 - 11)
_____ Children (infant - 2 yrs.)

Special accommodations needed:
_____ Diet (Please specify) _____
_____
_____ Wheelchair accessible room
_____ Interpreter
_____ Materials in Braille

BEST COPY AVAILABLE

Michigan Services for Children Who Are Deaf-Blind
715 W. Willow
Lansing, MI 48913

BEST COPY AVAILABLE

You are invited!

**Weekend Retreat
for People
Who Are Deaf-Blind
and Their Families**

Friday, September 22nd
Saturday, September 23rd
and
Sunday, September 24th, 1995

**Midway Motor Lodge
Lansing, MI**